

The Importance of Listening to the Lessons

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Abstract

Expression of knowing and informing anything. Follow oral instructions. Remember the events continuously. Participate in the discussion of the class. Know the origin of any event or content. Distinguish between relevant and irrelevant topics. Express your own expression. Keep in mind and keep in memory.

Keywords: Listening; Ways; Importance; Benefits.

1. Introduction

Listening in the class is important because it helps to improve your listening. Listening in the class training the students to understand the teacher. After many times with careful listening, it is easy to help to understand the records such as songs, lessons, lectures, poems and the movie without translate. In addition, the student has ability to listen and understand in first time, they don't needs to repeat the records. Listening helps the teacher to give the student a perfect class and good information can help the student. Almost all teachers can continue their class if there students listening and complete the class without stop. However, listening make respectful relation between students and the teacher. Listening helps to be successful in life because we can use this skill to understand any concept by hearing and will make us capable of doing well in any exam. Listening can help us to practice our jobs in the future because when we graduate from the university we will get into many assemblies and lectures, but if we want to discuss well we need to be good listeners. Listening is a cognitive act that requires you to pay attention and think about what you hear. There are many methods lead to have good and correct listening. First, when the teacher speaks you should see him or her and give him or her attention. Second, do not do anything that can interrupt the teacher. Third, be an active listener. It is means you can think faster than you teacher can speak, you ought to know what he or she will be said next. Fourth, don't make noise in the class while your teacher speaks. Last, a good listener take notes.

2. Listening

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. As like to become a fluent speaker in English, you need to develop strong listening skills. Listening not only helps you understand what people are saying to you. It also helps you to speak clearly to other people. It helps you learn how to pronounce words properly, how to use intonation, and where to place stress in words and sentences. This makes your speech easier for other people listening to you to understand! Our Listening Skills Guide offers strategies and tips for better English listening. According to Oxford Living Dictionaries, to listen is to give attention to sound or action. When listening, one is hearing what others are saying, and trying to understand what it means. This is the act of mindfully hearing and attempting to comprehend the meaning of words spoken by another in a conversation or speech. Activity listening is an important business communication skill, and it can involve making sounds that indicate attentiveness, as well as the listener giving feedback in the form of a paraphrased rendition of what has been said by the other party for their confirmation.

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The act of listening involves complex affective, cognitive, and behavioral processes. Affective processes include the motivation to listen to others; cognitive processes include attending to, understanding, receiving, and interpreting content and relational messages; and behavioral processes include responding to others with verbal and nonverbal feedback. Listening differs from obeying. A person who receives and understands information or an instruction, and then chooses not to comply with it or to agree to it, has listened to the speaker, even though the result is not what the speaker wanted. Listening is a term in which the listener listens to the one who produced the sound to be listened. A Semiotician, Roland Barthes characterized the distinction between listening and hearing. "Hearing is a physiological phenomenon; listening is a psychological act." We are always hearing, most of the time subconsciously. Listening is done by choice. It is the interpretative action taken by someone in order to understand and potentially make meaning of something they hear. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners. Listening in a second language requires even greater focus like babies, we learn this skill by listening to people who already know how to speak the language. This may or may not include native speakers. For practice, you can listen to live or recorded voices. The most important thing is to listen to a variety of voices as often as you can.

3. Passive vs. Active Listening

What is passive listening? Passive listening is when you listen to something without giving it your full attention. For example, you put on French radio in the background while you're working, or listen to Spanish music without really paying attention to the lyrics. Passive listening doesn't work because basically ... you're not really listening! You're doing something else – it could be working, sleeping or daydreaming – rather than actually listening to the sounds. When you listen this way, you can't just expect to suddenly understand everything you're hearing. Think about it. Even in English, we don't remember things or understand them unless we actually pay attention to them. For example, lots of people like to have the radio on in their kitchen while cooking or in the morning while having breakfast. Maybe you do this too. But how much of what you hear do you actually remember? If you're being honest, very little because you weren't really listening. You might remember a particular song you like or something important that was mentioned on the news but unless you actually try to focus on what you're listening to, most of it goes in one ear and out the other. The idea of passive learning is appealing because it promises results without much work. But the truth is that it just doesn't deliver on those promises. If you're spending time passively listening as part of your core language learning, it's time to stop and start practicing more efficiently instead.

4. Importance

Listening is the ability to comprehend verbally communicated information and providing appropriate feedback. It can be described also as the ability to pay attention to sound. Though it seems a simple natural activity, it is a skill that has not been mastered by many. Everyone, except deaf people, hears but it is listening that makes the difference. Hearing is the effect of vibrations in the eardrums caused by sound waves, but listening goes beyond this process. Hearing is natural and reflexive whereas listening is a deliberate effort to comprehend sound that is heard. The stages in the listening process are: receiving (hearing), understanding, evaluating, remembering, and responding. As we will see later, this skill is worth mastering for maximum benefits in your career. Whether at school, work, church or a public hearing etc., listening is of a universal importance. While students need to understand the teacher's instructions to excel in exam, employees need to comprehend working instructions in order to function effectively. Listening is equally as important to a boss or employer as it is to an employee, a student or a teacher. This is because verbal communications are used everywhere and more frequently than written ones, and it completes the chain of verbal communication. Unlike written communication, verbal communication has no documentation for referencing; another reason why listening is of great essence. Use effective listening to find out about your students and build positive relationships. In high school where you may teach up to 150 students use memory tricks, refer to school photos or take notes so you can use the knowledge in further conversations with students. Give students a voice. For the issues that impact them i.e. their learning, their assessment, their classroom, their school values students need to feel heard and understood. They will more readily accept the status quo if they feel they have had a voice.

Great listening skills will help the individual:

- a) Understand and follow instructions
- b) Minimize the risk of error and deviation at work or school
- c) Settle quickly into the working environment
- d) Pay attention and absorb information during speeches
- e) Learn faster and easily during on-the-job training
- f) Enjoy an improved brain absorption rate
- g) Enjoy smoother and faster revision of lesson notes
- h) Occupy a big chunk of the time we spend communicating in the language. Think about the times you spend listening to others speak or listening to songs, news, lectures, YouTube, etc. Recent advances in technology have served to raise the profile of the listening skill in language teaching.
- i) Provide input that can be very significant for second language acquisition in general and for the development of the speaking skill in particular.

- j) Promote non-linear processing of language and encourages learners to develop "holistic" strategies to texts.

“Are you listening to me?” This question is often asked because the speaker thinks the listener is nodding off or daydreaming. We sometimes think that listening means we only have to sit back, stay barely awake, and let a speaker’s words wash over us. While many Americans look upon being active as something to admire, to engage in, and to excel at, listening is often understood as a “passive” activity. More recently, *O, the Oprah Magazine* featured a cover article with the title, “How to Talk So People Really Listen: Four Ways to Make Yourself Heard.” This title leads us to expect a list of ways to leave the listening to others and insist that they do so, but the article contains a surprise ending. Listening should not be taken for granted. Before the invention of writing, people conveyed virtually all knowledge through some combination of showing and telling. Elders recited tribal histories to attentive audiences. Listeners received religious teachings enthusiastically. Myths, legends, folktales, and stories for entertainment survived only because audiences were eager to listen. Nowadays, however, you can gain information and entertainment through reading and electronic recordings rather than through real-time listening. If you become distracted and let your attention wander, you can go back and replay a recording. Despite that fact, you can still gain at least four compelling benefits by becoming more active and competent at real-time listening. When you focus on the material presented in a classroom, you will be able to identify not only the words used in a lecture but their emphasis and their more complex meanings. You will take better notes, and you will more accurately remember the instructor’s claims, information, and conclusions. Many times, instructors give verbal cues about what information is important, specific expectations about assignments, and even what material is likely to be on an exam, so careful listening can be beneficial.

5. Suggestions for Active listening

Active listening is important because it keeps the listener actively engaged in the activity. Many people listen to await the opportunity to say what it is they want to say. That makes them less effective listeners as they are apt to mentally rehearse their next contribution to the discussion without paying attention to what the other people have to say. This leads to shallower conversations and misunderstandings as the things that make conversations interesting are glossed over in the rush to have one’s say. Students often need to be taught how to listen actively. They are prone to assume that the teacher is simply going to drone on about a topic until the teacher is done droning and moves on to something else. This leads the students to expect to be entertained or to tune out entirely. Here’s some bad news for those expecting entertainment: It should be appreciated, but not expected. Nor should it be a criterion for the listener’s attention. Not everything is to everyone else’s personal taste or sense of relevance. In order to help students, you can suggest what it is that

you want them to listen for during a lesson. I know that sounds too straightforward, but rather than assuming that they know what you want them to know, set them up for success. Provide them with some key words that should alert them to deeper levels of attention and use those words in the lesson. Give them different words the next day. This keeps the activity fresh in their mind. How do you expect the students to use the information when they receive it? Should they compare and contrast it with something old or something new? If the lesson is set up for them to be able to do that, then they are listening for what they already know or for things they did not know yet and might be able to use later. Is there a preferred procedure for recording what students take in? Guide them through some recording tools so that they can find the ones that work for them and put them to use. People who have attained higher levels of education are often inclined to assume that everyone else knows what they know and knows how to access information in the same ways that they do. Doesn't everybody? Consider the ways, overt and subtle, that you learned to listen the way that you do. Who taught you those ways? How were they practiced? If the students lack those same mentors and experiences, you could choose to break the cycle of their exclusion from the circles of the informed by sharing your secrets with them. Your subject matter makes a difference in all of this. Anyone who tells you that math is not dependent on language might enjoy this test: Ask a class to write this out and represent it correctly: 5 (pause for ten seconds at each pause) plus (pause) 3 (pause) times (pause) 5 (pause) squared. You will find that there are several ways to represent that information. The correct or desired form will be contextually linked to the way in which the information was presented and to the information that is under consideration at the time of the discussion. Without that context, meaning is obscured, even for those who are highly proficient in the subject matter. When teachers fail to provide learning leadership for their students, it may be because they believe that students should already come to your classes prepared and if they are not prepared, it someone else's fault, so why waste your time on them anyway. This recycles the failures and sets them up to continue failing. Teach them how to hear what they need to know, even if no one did that for you as overtly as you are going to do it for them. Change history. Be their hero. Discuss what is important to know about the subject matter. In history, it is often the names of people, places, and the dates of events. It might be enough to listen for those things. However, it is a richer experience to listen for the information that links those things to one another in order to contextualize the elements that render them significant. If you love history, it is probably not because you love to memorize names and dates. Show the students what makes it interesting for you so that you can share access to it with them. Finally, what do you want students to do with the information once they have it? Teach them the format in which you want the results to be presented and then have them set up a system of recording information that they will be able to use in the presentation. As the lessons progress, the students have specific things they listen for along the way. They have a specific purpose for listening and a means of recording their findings. This helps them to

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get ready for what they are supposed to do later. Provide examples for good listening in as many ways as you can find to do so. Practice discussions without notes and with notes. Practice writing without notes and with notes. Practice building onto what others have said in order to say more about the subject. Students want to know why something is important or more important than something else might be. Tell them. They want to know what makes something important. Tell them. They want to know why they should know these things. Tell them. They want to know how to use what they know.

6. Listening vs Hearing

Hearing is an accidental and automatic brain response to sound that requires no effort. We are surrounded by sounds most of the time. For example, we are accustomed to the sounds of airplanes, lawn mowers, furnace blowers, the rattling of pots and pans, and so on. We hear those incidental sounds and, unless we have a reason to do otherwise, we train ourselves to ignore them. We learn to filter out sounds that mean little to us, just as we choose to hear our ringing cell phones and other sounds that are more important to us. Hearing is the physiological process of attending to sound within one's environment; listening, however, is a focused, concentrated approach to understanding the message a source is sending. Learning how to be an effective listener has numerous advantages. First, effective listening can help you become a better student. Second, effective listening can help you become more effective in your interpersonal relationships. Third, effective listening can lead others to perceive you as more intelligent. Lastly, effective listening can help you become a stronger public speaker.

7. Ways to Improve the Listening

You can develop better listening skills by improving on the five stages of the listening processes. **Hearing or Receiving:** At this stage, a lot of attention is required but anything that vibrates the eardrum can cause distractions, especially when it is a very loud sound. Hearing problems such as earaches, surrounding environmental factors such as bright lights and funny comments etc. may cause distractions. **Tips:** If necessary, use hearing aids, naturopathic ear drops, oil drops or warm compressors for earaches. You may see an otolaryngologist for peculiar hearing problems. Pay attention to and gaze at the speaker or sound source to avoid visual distractions. Avoid multitasking when listening.

Understanding (Comprehension): The stage where you try to decipher the meaning of the message or sound you have just heard. Your ability to understand depends on various factors including language, knowledge etc. **Tips:** Get yourself accustomed to the work-place-language(s) by learning the meaning of certain jargons, technical words, acronyms, sirens etc. Ask questions for clarity if necessary and try not to stop the speaker in his tracks. **Remembering:** This is the stage where information is not only absorbed but retained also. Main

points must be absorbed into the long-term memory while trivial ones should be discarded. Tips: Rehearse the main points in your mind. Memory pills or memory retention courses may be helpful.

Evaluating: Here, you sort information and dissect them into facts and opinions, make your judgment on what is prejudice or what is exaggerated, which part was biased and what was the intent of the speaker's message etc. Tips: Be objective in your judgment.

Feedback: At this stage, you are still a listener and not the speaker. Tips: Focus on addressing the most important issues. Do not complete the speaker's statements nor deviate from the subject. Talking to someone while they scan the room, study a computer screen, or gaze out the window is like trying to hit a moving target. How much of the person's divided attention you are actually getting? Fifty percent? Five percent? If the person were your child you might demand, "Look at me when I'm talking to you," but that's not the sort of thing we say to a lover, friend or colleague.

In most Western cultures, eye contact is considered a basic ingredient of effective communication. When we talk, we look each other in the eye. That doesn't mean that you can't carry on a conversation from across the room, or from another room, but if the conversation continues for any length of time, you (or the other person) will get up and move. The desire for better communication pulls you together. Do your conversational partners the courtesy of turning to face them. Put aside papers, books, the phone and other distractions. Look at them, even if they don't look at you. Shyness, uncertainty, shame, guilt, or other emotions, along with cultural taboos, can inhibit eye contact in some people under some circumstances. Excuse the other guy, but stay focused yourself. Listen without judging the other person or mentally criticizing the things she tells you. If what she says alarms you, go ahead and feel alarmed, but don't say to yourself, "Well, that was a stupid move." As soon as you indulge in judgmental bemusements, you've compromised your effectiveness as a listener.

Listen without jumping to conclusions. Remember that the speaker is using language to represent the thoughts and feelings inside her brain. You don't know what those thoughts and feelings are and the only way you'll find out is by listening. Don't be a sentence-grabber. Occasionally my partner can't slow his mental pace enough to listen effectively, so he tries to speed up mine by interrupting and finishing my sentences. This usually lands him way off base, because he is following his own train of thought and doesn't learn where my thoughts are headed. After a couple of rounds of this, I usually ask, "Do you want to have this conversation by yourself, or do you want to hear what I have to say?" I wouldn't do that with everyone, but it works with him. Allow your mind to create a mental model of the information being communicated. Whether a literal picture, or an arrangement of abstract concepts, your brain will do the necessary work if

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you stay focused, with senses fully alert. When listening for long stretches, concentrate on, and remember, key words and phrases. When it's your turn to listen, don't spend the time planning what to say next. You can't rehearse and listen at the same time. Think only about what the other person is saying. Finally, concentrate on what is being said, even if it bores you. If your thoughts start to wander, immediately force yourself to refocus. Show that you understand where the speaker is coming from by reflecting the speaker's feelings. "You must be thrilled!" "What a terrible ordeal for you." "I can see that you are confused." If the speaker's feelings are hidden or unclear, then occasionally paraphrase the content of the message. Or just nod and show your understanding through appropriate facial expressions and an occasional well-timed "hmmm" or "uh huh." The idea is to give the speaker some proof that you are listening, and that you are following her train of thought—not off indulging in your own fantasies while she talks to the ether. In task situations, regardless of whether at work or home, always restate instructions and messages to be sure you understand correctly. This kind of material, known as "comprehensible input", is any audio content that's slightly above your current skill level.

Everyone's level is slightly different, so this is hard to quantify in objective terms; however, I would say that comprehensible input is any audio source that you can already understand at least 60%-80% of. It may seem counter-intuitive to listen to material that is just above your skill level, but it is actually extremely important. This is because if you listen to things that you mostly don't understand, you'll spend the majority of your time frustrated and confused. You may decipher a few words here and there, but you will struggle to piece together the gist of what is happening.

This is what was happening to Alex. He really wanted to understand movies, podcasts, and online videos, so that's what he tried to listen to. However, these native-level materials were so far above his level that they only slowed his progress, instead of supporting it. To reach the kind of high level that Alex aspired to, it is necessary to build a "ladder" of comprehensible input. Start with what you understand, and then gradually listen to harder and harder audio materials as your level increases.

For example, this is why I always have my students begin learning with a solid listening and reading routine. It's the best method I've found for improving listening skills from day one of your learning. Once students have that routine in place, they can then move on to more difficult activities that involve listening only, among other things. Understanding most of what you listen to is the fundamental step to improving your skills. Once you have that in place, you then need to decide exactly what kinds of comprehensible content you will practice with.

While you technically could listen to anything that meets that 60%-80% comprehensibility standard, you ideally want to choose materials that are relevant and interesting to you as a person. This is important because relevant and interesting materials will always be more enjoyable to listen to compared to other resources. If you enjoy what you listen to, you will have more motivation to continue listening, and be more resistant to stopping, or losing focus.

In real terms, this means that you should be very picky about what you do and do not use as a listening resource. Just because your textbook has a lengthy audio dialogue about going to the airport or going shopping at the mall, you shouldn't feel obligated to listen to them. Be selective, and make sure that most of your practice time is spent with audio materials that you look forward to listening to, and match up well with your goals and interests. Of all the major skills of language, listening skills require the most focus. This is because if you don't focus on what you're listening to, you may miss the core "message" that is being communicated. To make matters worse, you can't usually "go back to the beginning" to recover information you've missed; most of the time, you'll have to make people repeat themselves, which can cost time and energy, and cause frustration. Even when you can "rewind" (e.g. with recorded audio) the exact information you missed can be hard to identify. Because of all of this, it is paramount that you focus on "the big picture" when listening, and that you avoid getting distracted by small details.

When I say "big picture", I mean the gist, or general message of what you're listening to. If someone says to you "What kind of movies do you like?", you can get the gist merely by understanding the words "what", "movies" and "like", or even just "movies" and "like". Those two words can give you most of the key context of the sentence, even if you don't understand the five other words alongside them.

This is why listening to comprehensible input is so valuable. Even if you don't understand a word or two in something you hear, the words that you already know will often help you understand.

So don't give up if you don't understand the occasional word. Simply keep listening, and focus on the "big picture" that you do understand in order to fill in any missing information. As learners, it is easy to view listening as an exclusively passive activity. Unlike speaking, reading, and writing, you don't really need to do anything at all to listen; you just need to be within earshot, and the sounds will enter your ears on their own.

The passive quality of listening is great for when you just want to sit back, relax, and listen to a piece of music or dialogue in a movie. It is not so great, however, for productive learning sessions. You see, learning happens best when it is active—when you, the learner, are engaged in what you are doing and take action to process new information. If learning is not active, you will absorb less information, and even run the risk of forgetting what you learned quickly. To get the maximal value from your listening activities, you need to turn

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passive listening into active listening, which will greatly increase your comprehension and retention rates. One of the best ways to do this is through taking notes while listening. For any language learning routine to be successful, it needs to keep you interested. For long-term success, you need to be engaged in a variety of different activities that challenge you and make you want to keep learning, day after day. Your listening routine, which is a vital part of your overall daily learning routine, should be frequently changed, mixed-up, and varied in much the same way. Even if you like playing back language audio while sitting at your desk, don't do that all the time. Try to listen to your target language at other places and times as well. Listening skills, like all good things, take time to grow and develop. They depend on a wide variety of factors (including time spent learning, amount of listening done, and depth of vocabulary), none of which can be accomplished through shortcuts. The only way to improve your listening "quickly" is to be consistent. Practice every day, vary your materials, vary your activities, and interleave all of those things throughout your routine. If you can be consistent, and maintain such a routine for months, and years, you will find soon enough that your listening comprehension has grown exponentially. If you're not patient, and can't do that, your listening will grow at a much slower pace, if at all. Your brain needs you to bring attention to things to remember them. By paying close attention to something and repeating it multiple times, you send a clear message to your brain that something is important and needs to be remembered. This obviously applies to things like learning vocabulary but it's also true when it comes to the other parts of listening, including sounds, accents, intonation or phrasing. You need to bring attention to them. That's why it's important to listen actively rather than passively when you practice. Whether you agree with the speaker or even have an interest in what they have to say, what they are saying is important to them. Imagine yourself in their situation, wanting only to have someone listen to them. When they are speaking, make an effort to think of where they are coming from and why. Imagine what their life is like and what struggles they might be facing. People will appreciate that you made the effort to understand and really hear them. Another reason to practice active listening is to get used to differences between how words sound on their own and how they sound in context. Native speakers often 'smash' words together when they speak. We do this ourselves in English. For example, in American English the phrase 'what's up?' often sounds more like 'wassup?' or in Hiberno-English a greeting like 'how's it going?' often becomes 'howsagoin?' These are things we take for granted in our native languages but when you hear such transformations in a foreign language, they can leave you totally lost! That's why sometimes you might know a word but not recognise it when you hear it because the sounds mutate when they're spoken together rapidly by native speakers. This is one of the many reasons why focused listening practice is important. Just learning individual words isn't enough. You need to hear how these words sound and appear in context and that's not something you can pick up passively. Learning new words but never hearing them isn't sufficient when it comes to high level, real-life conversation. Finally,

go back and listen again a few more times without the text. By this point, you should be able to understand almost everything quite well even without the visual aid of the text. Over the next few days, it's good to listen back to the clip again whenever you have a chance. Download the recording to your phone so you can have a quick listen any time you get a few free minutes. With each extra repetition your comfort level will grow. Because you're now able to understand the words and phrases you studied without any visual aid, you'll also find it easier to recognize this vocabulary when it comes up conversations or in other recordings you listen to. Many people have trouble focusing on what someone is saying especially if they speak for longer than a minute or so. It is easy for our attention to drift to something else that we might find more interesting. If that's the case, try to pick up a few key points in the conversation. After they finish talking, let them know that you heard them by mentioning the key points you heard them say and ask them to clarify anything that you did not understand. You will be forgiven for not being able to follow the whole conversation if the person talking believes that you made an honest effort. Most people are thinking of how they are going to reply when someone is talking. Instead of doing that, try to focus completely on what the person is saying. Pretend that you will be tested on how much of what they were saying you heard and understood. A good exercise to practice is to sit down with a family member or a good friend and practice simply giving feedback to them of what you heard them say. You will notice that it gets much easier to focus on their words when you aren't worrying about how you will respond.

8. Benefits of Listening

Classroom dialogue is an integral part of the educational setting. Students interact with the teacher and one another when they offer thoughts, questions and ideas. Students who are in tune with class conversations are equipped to partake in the discussions. When students speak in front of a group in this type of informal setting, it prepares them for future endeavors in public speaking. Pupils who listen carefully in class can readily begin assignments. They do not waste time asking a lot of questions prior to starting their work. When a student is not effectively listening, he could make unnecessary mistakes that require him to redo parts of the assignment. The exercises often carry over as homework, causing the student to devote even more time. Students realize the effect that listening has on time management. Students who listen in class gain a better understanding of the content the teacher presents and can identify the fundamental concepts. Their concentration ultimately results in storage of information in memory. This helps the student when he needs to recall and build upon prior knowledge, especially in a subject such as math, which is based upon previous skill attainment. Good listeners are better equipped to connect to new ideas and content. Whether a student is part of a teacher's or a guest speaker's audience, he needs to earn that person's respect and confidence. When the student is attentive, the speaker feels valued and is subsequently more open to the

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student's suggestions and input. Teachers react favorably when their pupils make an effort to actively listen in class. Students also have a high regard for peers who listen intently to their comments and questions. Teachers typically incorporate listening prompts and activities throughout the day. They use rhythm games with young students to teach them aggressive listening skills. They might repeat a phrase such as "All eyes on me" in order to gain students' attention. Boys and girls learn that eye contact is an integral part of the listening process. When students follow the teacher's prompts and suggestions, they develop strong listening skills that carry over to all facets of life. When you give your best attention to people expressing thoughts and experiences that are important to them, those individuals are likely to see you as someone who cares about their well-being. This fact is especially true when you give your attention only and refrain from interjecting opinions, judgments, and advice. When you listen well to others, you start to pick up more on the stylistic components related to how people form arguments and present information. As a result, you have the ability to analyze what you think works and doesn't work in others' speeches, which can help you transform your speeches in the process. For example, really paying attention to how others cite sources orally during their speeches may give your ideas about how to more effectively cite sources in your presentation.

9. Conclusion

We tend to pay a great deal of attention to our ability to speak. From Toastmasters to an unlimited amount of courses, workshops, and training available we see that speaking, especially public speaking, is a highly desirable, sought-after skill. Besides, Public speaking is considered to be an essential ability for those who desire to advance their career in business and politics. But considering all the noise concerning the importance of speaking, listening is virtually ignored. It can be argued that listening is every bit as important as speaking. Everyone desires to be heard and understood, and we reward people who provide us with those opportunities with our trust and loyalty. It is important for you to be a good listener in class. Much of what you will have to learn will be presented verbally by your teachers. Just hearing what your teachers say is not the same as listening to what they say. Listening is very important to show how much you respect the person who is talking. Listening means hearing the speaker carefully and give him attention. In this essay, I will discuss why it is important to listen in class.

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